

N.S.W. INSTITUTION

FOR THE DEAF

DUMB

& The BLIND

**WHERE
IT IS.**

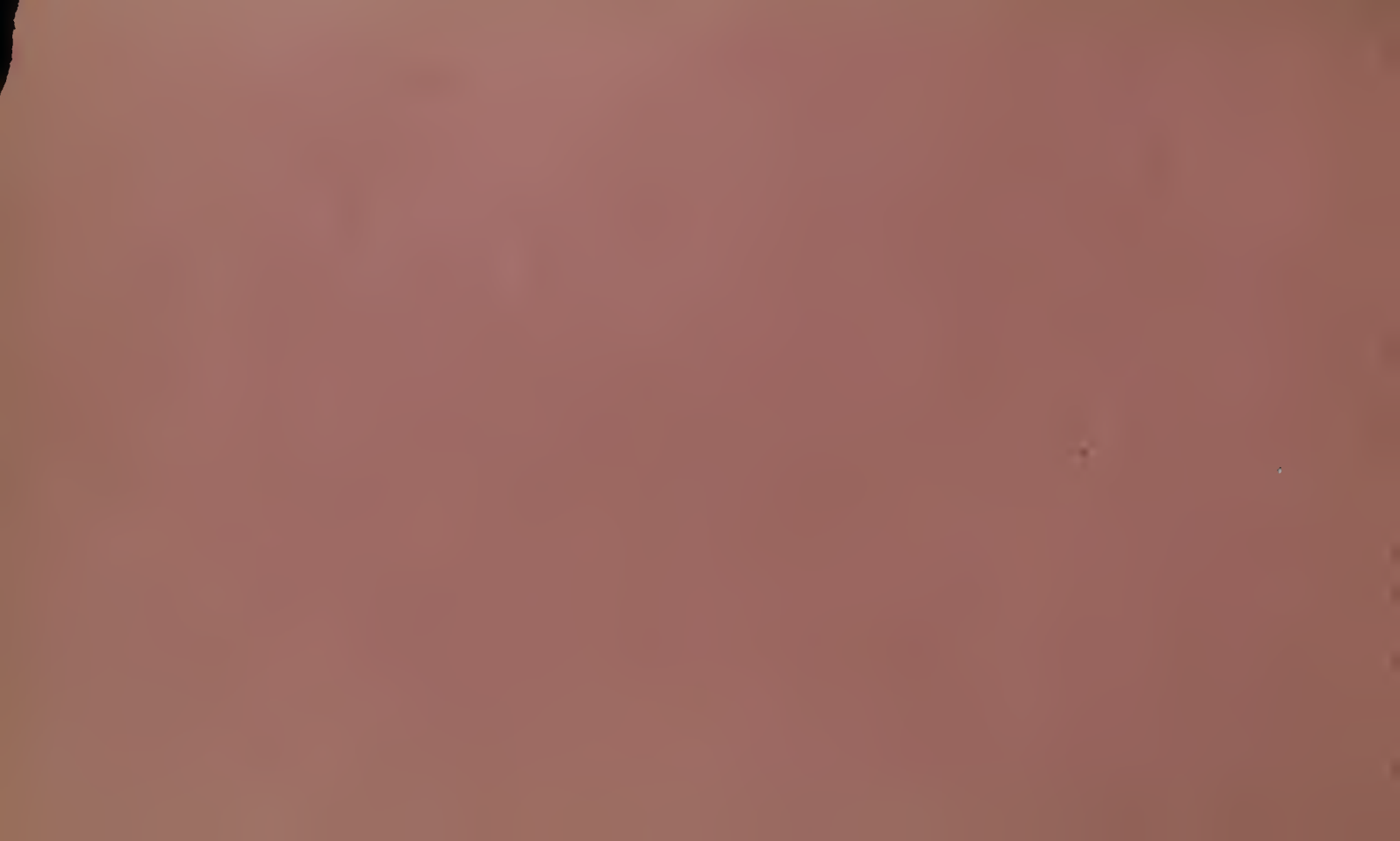


WHAT IT IS

WHAT IT HAS DONE



WHAT IT IS DOING



1861.

SOUVENIR OF THE FORTIETH ANNIVERSARY

1901.

of the

NEW SOUTH WALES INSTITUTION for the

DEAF AND DUMB AND THE BLIND.

WHAT IT IS !

WHERE IT IS !

WHAT IT HAS DONE !

WHAT IT IS DOING !

The Claims of the Deaf for Education.

AN APPEAL !

Story : "The Deaf Mute."

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. . . INTRODUCTION . . .



This small pamphlet is published to commemorate the Fortieth Anniversary of the foundation of this Institution, October, 1861, and with the object of placing those who are acquainted with the Institution in a position to know of its progress, and that those who have not had its work and aims brought before them may learn something of the valuable services it has rendered to the community, of the good work it has done and is doing in maintaining, educating and training the Deaf and the Blind; further, to press its just and worthy claims for support on the notice of the public generally, so that the Directors and Managers may receive such encouragement from the charitably disposed that the objects of the Institution's care and solicitude, "THE CHILDREN OF SILENCE AND DARKNESS," will have every opportunity placed within their reach of becoming useful and reputable citizens, able to take and to hold their place in the race for existence, thus maintaining their self-respect and preventing them from becoming a permanent charge on the State.

ELLIS ROBINSON, Hon. Secretary,

At the Institution, Newtown Road, or,

225 Castlereagh St., Sydney.



VIEW OF BUILDING, LOOKING SOUTH.

"Who hath made man's mouth? or who maketh the Dumb, or Deaf, or the seeing, or the Blind? have not I the Lord."—EXODUS IV. 11.



What it is!

THE New South Wales Institution for the Deaf and Dumb and the Blind is simply a boarding school—a home in which children of both sexes, from 7 to 14 years of age, afflicted with deafness or blindness receive an education and training which enables them, after leaving school, to learn a trade and earn their own living, thus rendering them self-supporting and independent.

The Institution contains the following accommodation:

The Northern Wing, consisting of a large hall for public meetings, drawing, modelling, and music lessons; underneath is a large workshop in which the elder deaf boys learn carpentry, &c., and a covered playground for use in wet or very hot weather; above is a large dormitory, with officers' apartments, clothing stores, bathrooms, &c., attached.

Southern Wing. This contains the Board room, Sec-

retary's office, with hospital, nurse's room, &c. above; also, at the back, the articulation class rooms.

The Centre Portion contains, on the ground floor—the entrance hall, Superintendent's office and visitors' room, matron's and teachers' sitting rooms, dining hall and kitchen; on one side of this portion is the school-room and library for the Blind, and on the other side the manual school for the Deaf; above are officers' and servants' bedrooms and four large dormitories. Spacious balconies at both front and back afford the inmates an opportunity of enjoying the fresh air and pleasant outlook.

Detached from the main building are the Superintendent's residence, laundry, and cookery class room, fitted with both gas and fuel cooking stoves, &c.

The grounds attached to the Institution are planted with trees and shrubs, and contain a kitchen garden, a cricket ground for the boys, and a spacious playground for the girls.

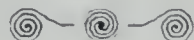
The building covers a frontage of 270 feet, and the Northern wing extends back 100 feet, the whole being well ventilated and lighted throughout.

The premises are connected with the best up-to-date sanitary system, and have at all times an abundance of water from the city supply.



VIEW OF BUILDING, LOOKING EAST.

“And great multitudes came unto Him, having with them those that were lame, blind, dumb, maimed, and many others, and cast them down at Jesus’ feet; and He healed them.”—MATTHEW XV, 30.

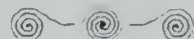


Where it is !

THE Institution is situated on the Newtown Road, Darlington, on one of the most healthy and suitable sites near Sydney,—an elevated situation with pleasant outlook and surroundings. It stands a monument of the charitably disposed in the cause of the Deaf and Dumb and the Blind. It is in close proximity to the magnificent

structures of the Sydney University, with its Medical School and other adjuncts; St. Paul’s Church of England College; Moore Theological College; The Women’s College; St. Andrew’s Presbyterian College; The Prince Alfred Hospital; and St. John’s Roman Catholic College.

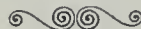
The buildings stand within an area of five acres of land, improved and planted with trees and shrubs, the whole forming a complete and commodious home for our afflicted fellow-creatures. Attached are all the necessary departments required to make it a perfect establishment, and an inspection will well repay any visitor desiring to see what is being done for the inmates.



“The blind see, the lame walk. . . . the deaf hear.”—LUKE VII, 22.



This is a picture of the first home of the Institution, No. 368 Castlereagh St., Sydney. The Institution was founded as a public charity on October 1st, 1861. It commenced with seven deaf and dumb pupils, and its operations were carried on at the above address until December, 1862, when, increasing numbers rendering larger premises necessary, a removal was made to 461 Pitt Street.



"And in that day shall the deaf hear the words of the book, and the eyes of the blind shall see out of obscurity, and out of darkness."—ISAIAH XXIX. 18.



What it has done!

AT the date of our last Annual Report (September 30th, 1901) 518 children—392 Deaf and 126 Blind—had been received. Of these 405 had left to return to their friends and homes (20 being idiotic and beyond the influence of education) and 6 died. It is very satisfactory to be able to state that the majority of those who have

passed through the Institution, so far as can be ascertained, are occupying positions of usefulness, earning their own livelihood and proving themselves worthy members of the community.

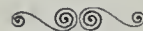
The statistics attached hereto show some of the occupations in which the ex-pupils are engaged, and prove how easily they can adapt themselves to circumstances once they are educated.



"And they bring unto Him one that was Deaf, and had an impediment in his speech." "He hath done all things well: He maketh both the Deaf to hear and the Dumb to speak."—MARK VII. 32 & 37.



The Institution was located at 461 Pitt Street, the house represented in the accompanying picture, from December, 1862, until July, 1868. By that time the number of pupils had considerably increased, hence it became necessary to secure more extensive accommodation. The Board considered the matter very carefully, and finally decided to rent Ormonde House, Paddington



OCCUPATIONS OF EX-PUPILS.

THE DEAF AND DUMB

MALES.

Architect and Draftsman	1	Grocer	1
Boots	1	Iron Moulder	1
Bottle Maker	1	Iron Founder	1
Bakers	3	Independent	1
Bag Maker	1	Labourers	2
Basket Makers	2	Painters...	7
Boot Makers	8	Printers...	7
Brush Maker	1	Photographers	2
Builder	1	Potter	1
Coal Miner	1	Salesman	1
Carpenters	2	Saddlers	8
Confectioner	1	Sawyers	3
Cabinet Maker	1	Shoe Makers	2
Coach Painters	2	Ship Carpenter	1
Draughtsman	1	Sugar Grower	1
Engravers	2	Tanners	2
Farmers...	5	Tinsmiths	3
Farm Labourers	7	Tent Maker	1
Farm Servants	10	Wool Sorter	1
French Polishers	4	Wool Washer	1
Fruiterer	1	Wood Cutters	4
Glass Cleaner	1	Wheelwright	1
Groom	1	Wharf Labourer	1
Gentleman	1		

FEMALES.

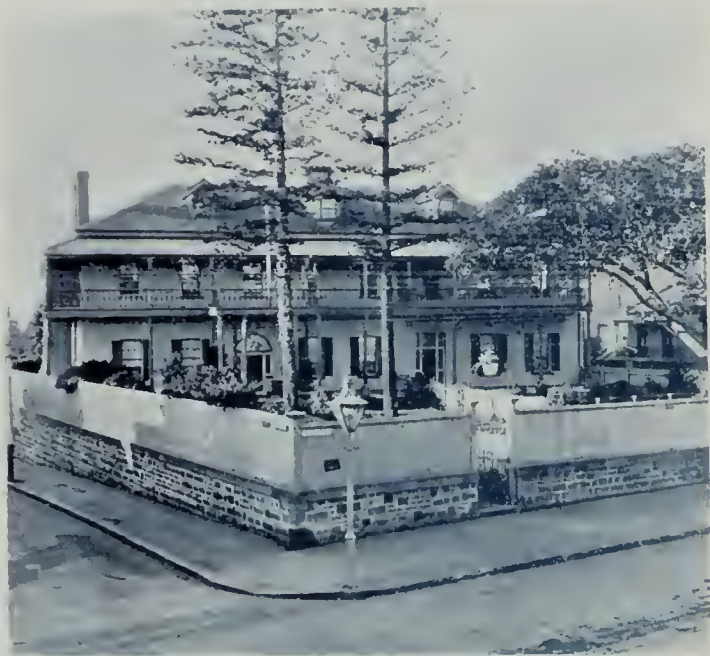
Artist	1	In Service	13
Cook	1	Laundresses	2
Dressmakers	3	Teachers	2
Home Duties	24	Tailoresses	6

THE BLIND

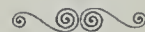
The following shows some of the occupations in which the Blind are engaged : —

Box Making	Halter Making
Brush Making	Lecturing
Basket Making	Mattress Making
Chair Caning	Pianoforte Tuning
Collecting	Philanthropist
Cocoanut Mat Weaving	Street Musicians
Door Mat Making	Vocalist
Domestic Service	

48 of the Deaf and 10 of the Blind are returned as " married "



Ormonde House, Paddington This was occupied from July, 1868, until February, 1872. It was while here, in the year 1869, that the Board, finding no provision had been made in the colony for the education of the Blind, determined upon adding a department for that purpose, and the name of the Institution was altered so as to include the Blind.



"Then the eyes of the Blind shall be opened, and the ears of the Deaf shall be unstopped. Then shall the lame man leap as an hart, and the tongue of the Dumb sing." — ISAIAH XXXV. 5, 6.



What it is doing !

It is maintaining, educating, and training those who, by reason of their affliction, cannot be educated in an ordinary school. It receives children from all parts of this State, provides them with a good home, gives them a sound English education and careful moral training, thus enabling them, and in many cases helping them in various ways after leaving school, to learn a trade by means of which, on arriving at maturity, they can maintain themselves and those dependent on them.

Its doors are open to rich and poor alike without distinction of race or creed. If the children are sent to the Institution at the proper age (about seven), remain the full

course, and are fairly intelligent, they will leave well-equipped for the stern battle of life.

It teaches some of the Deaf to speak and to *see* what others say by watching the motions of their lips. It also gives instruction in music, drawing, modelling, carpentry, cookery, plain and fancy needlework, laundry work and general domestic duties.

The earnest desire of the Directors is that the children should receive the best education and training it is possible to give them. With this object in view, teachers specially qualified for the work have been brought out from England, and one trained here has recently been sent to England for a course of special instruction at the Ealing College for training Teachers of the Deaf on the German system.

The best and newest appliances for imparting instruction to the Deaf and the Blind are constantly being imported, so that the teaching should be well up to date.

Every year Inspectors from the Department of Public Instruction visit the Institution, examine the pupils and furnish a report, which is published in the annual report for the information of those interested.

The Inspectors' reports show that the work of the Institution is conducted on the right lines and is carried



ARTICULATION SCHOOLROOM.

out successfully: "that the course of instruction is extensive and varied, that the children yield a prompt and willing obedience to their teachers, whom they evidently regard with a most friendly feeling, and their attention and mental effort under examination are very gratifying: that the teachers are painstaking, patient, and zealous in the performance of their duties, and the methods of instruction they employ to overcome the enormous difficulties in reaching the minds of the children are highly intelligent."

A result like this is very gratifying both to the Directors who manage the Institution, to the Government which subsidises it, to the subscribers who support it, and to the parents who send their children here to be educated.

Many of the parents have expressed in highly satisfactory terms their gratitude to the Directors for the education and training their children have received, and for the kindness and attention bestowed upon them while in the Institution.

Some years ago a benefactor (the late William Spittles) who had great sympathy for the Blind, left to this Institution a legacy of £1,620, the income from which has to be divided annually among the Blind pupils. In accordance with the terms of the testator's will, the income is so divided. Valuable prizes are also awarded to the deaf

pupils. These prizes act as a great stimulus to the scholars both in regard to the study of their lessons and their behaviour in and out of school. For this and other reasons their progress is rapid and their conduct uniformly good.

In affiliation with this Institution it is the intention of the Board to establish for the adult Deaf and Dumb, most of whom are ex-pupils of this Institution, an Institute where they can meet for social and intellectual culture, religious instruction, lectures, debates, &c. For this purpose the Directors have secured the lease of the triangular piece of land adjoining this Institution, and a building is now being erected thereon.

When the deprivation from which Deaf persons suffer, and the great difficulties with which they are surrounded, are taken into consideration, it will be at once apparent that anything likely to brighten their lives, sharpen their faculties, and minister to their intellectual and spiritual necessities, is deserving of all the help and encouragement that can be afforded.



"The Blind receive their sight, the lame walk, and the Deaf hear."—MATTHEW XI. 5.



BLIND SCHOOL ROOM.

"Bring forth the Blind people that have eyes, and the Deaf that have ears." ISAIAH XLIII, 8.



The claims of the Deaf for Education.

THE importance of education to the Deaf cannot be over-estimated. It means to them all the difference between success and failure, happiness and misery. Without education they are practically cut off from all social intercourse with their fellow creatures; are deprived, through no fault of their own, of the ability to act and think for themselves; any mental powers they possess lie dormant, undeveloped; while their animal instincts are unrestrained. In this condition they are not only a burden on society, but a menace to it as well. They

cannot be held responsible for any breach of the law, because they know no law, except perhaps the law of self-preservation.

But, it may be asked, what does education do for them? It raises them from this condition of natural and pitiable ignorance to the level of their more fortunate fellow creatures who are blessed with all their faculties. It opens their minds to receive knowledge, develops their thinking powers, raises their hopes, brightens their lives, makes useful, law-abiding citizens of them, teaches them their personal responsibility to God, and makes them a blessing to their parents and friends. It enables them to take advantage of the opportunities of learning a trade or profession by means of which they can support themselves and those dependent upon them. Education does all this for them and more.

Is it not strange then that parents should hesitate to send their afflicted children to school, should deprive them of all the advantages which education would give them, and should condemn them to a life of ignorance, helplessness and misery?

And yet many parents are doing this, and there is no law in this State to prevent them. The Directors of this



DRAWING CLASS IN LARGE HALL.

Institution, as their Annual Reports will show, have been agitating for years for an Act of Parliament which will make the education of Deaf and Dumb and Blind children compulsory. An Act with this object in view was brought into operation in England some years ago, and the attention of the authorities of this State has been drawn to that measure in the hope that a similar law would be enacted here, but, so far, without any result. The education of Deaf and Dumb and Blind children, therefore, depends entirely upon the parents. Many of the parents are wise enough to realise their responsibilities in this matter, and gladly avail themselves of the privileges and advantages offered by this Institution: but there are others who cannot be persuaded to part with their children, even for a few years, in order that they may be educated.

The principal reasons assigned by parents for thus depriving their afflicted children of the benefits of education are their unwillingness to be parted from them, and their disinclination to place them in a charitable institution.

One can easily understand a parent clinging more fondly to an afflicted little one, but when it comes to depriving that little one of its only hope of happiness and success in the future, the wisdom of that parent may well be questioned.



"Thou shalt not curse the Deaf, nor put a stumbling block before the Blind."—LEVITICUS XIX. 14.



PHYSICAL DRILL.

An Appeal!

IN conclusion, the Directors of this Institution make a strong and earnest appeal to the public for funds to enable them to continue the good work which has been so successfully carried on during the last forty years. Subscriptions or donations sent to the Hon. Treasurer or Hon. Secretary, at the Institution, or, 225 Castlereagh Street, Sydney, will be promptly and thankfully acknowledged. Ladies and gentlemen of means are invited, when making their wills, to leave a legacy to this Institution. Bequests of £50 and upwards are placed to a Perpetual Subscribers' Fund. In this connection attention is directed to the following Rule under which Life Members are appointed:—

“ Every donor of twenty-five pounds (£25) and upwards in one payment shall be a Life Member, and every person who shall raise or who has raised for the Institution by collection or otherwise twenty-five pounds (£25) within one year or fifty pounds (£50) in all shall be a Life Member. Every person making to the Institution a bequest of one hundred pounds (£100) and upwards may nominate a Life Member, and in the event of no such nomination being made the executor first named in the will shall be entitled to the privilege of the Life Membership.”

In making this appeal the Directors desire to point out

That the Institution is for the whole of the State, and that pupils are received from any part of New South Wales.

That the parents of many of the inmates are in the deepest poverty, and, therefore, not able to pay anything towards the cost of their children's maintenance, while others pay from £1 to £40 per annum, according to their circumstances. Those parents who are in a position to pay are expected to do so.

That education means much more to these sadly-afflicted children than to those who are blessed with all their faculties, and that, while the latter can and do get on without education, the former are practically helpless without it

That the Institution not only educates the children, but that it does something in the way of teaching trades, and thus qualifying its pupils to fight their own way in the world, and prove themselves useful and self-supporting members of the community, instead of being a burden on the state.



GIRLS IN UNIFORM.

Under these circumstances the Directors confidently appeal to the public for a continuance and extension of that support which has been accorded in the past.

Persons knowing of Deaf and Dumb or Blind children between 7 and 14 years of age are earnestly requested to inform the undersigned, who will gladly supply forms of application and all particulars respecting admission.

The Directors will be glad at any time to furnish information in regard to the Institution, and cordially invite subscribers and the public to visit and see for themselves the good work carried on.

ELLIS ROBINSON,

Hon. Sec.

OUR OPPORTUNITIES BRING RESPONSIBILITIES.

Give as you would if an angel
Awaited your gift at the door;
Give as you'd like if to-morrow
Found that your giving was o'er;
Give as you would to the Master,
If you met His searching look;
Give as you would of your substance,
If *His hand* your offerings took.

"Give, give" be "always giving"
Who gives not is not living.
The more we give,
The more we live.



"It is not the will of your Father which is in heaven,
that one of these little ones should perish."—MARK VIII 14



DORMITORY NO. 1 (BOYS).

The following short story illustrating the difference between the educated and the un-educated Deaf Mute, and the advantages of education and training in similar Institutions to this, is taken from the "Wisconsin Times," a Journal printed for Deaf Mutes in Delavan, U. S. A.

The Deaf Mute.

BY MARIE AUREBACH.

CHAPTER I.

OUT of doors the mill went clipp, clapp; the water dashed off the wheel and fell underneath. The old trees stood near by, looking on and seeming to rejoice that water and wheel were working so busily.

In the house sat Mrs. Thomas, the miller's wife. She was very sad at heart. Before her stood a little boy—

her only child—Theodore, who held in his hand a paper on which he had drawn something, and was trying in vain to tell his mother what the lines meant; for although he was six years old, alas! he could not talk, he was dumb.

He heard neither the rustling of the trees, nor the clapping of the mill wheel, nor the singing of the birds: he could hear nothing—he was deaf.

Yet Theodore was not entirely without pleasure, for he could draw with charcoal, chalk or slate pencil. He drew everything that he saw—the mill, the trees, the dog and cat. Others could scarcely guess what his scrawls stood for, but he himself knew and he enjoyed making them. Thank God, he had one joy in his poor little life.



MR. WATSON (SUPERINTENDENT) AND SOME OF THE TEACHING STAFF.

It often seemed to the parents as if their child were no better off than the dog; for in their secluded mill valley they had never heard, and none had ever come to this out-of-the-way forest to tell them, that deaf mutes could learn to read, write, think, believe in God, and become useful men.

One day, toward the end of August, the mother was in the mill alone feeding the grindstone with corn. The father had gone into the fields to make hay. Theodore sat in the yard on a log of wood, sunning himself as he often did, observed by none. After a while the heat of the sun became oppressive to him, and the thick wood near by enticed him with its cool shade, and spying a strawberry there he stopped and picked it; how sweet it tasted.

The mother had been working some time when she cast a glance towards the yard. Theodore was not there, nor could she see him beyond in the woods, nor in the garden. Then he must have run off to the fields where his father was loading the hay, he could not be lost for he knew the way. Satisfied that he was safe, she returned to her work.

Towards evening the father came back from the fields with a load of sweet-scented hay.

"It is late," said the father, "but we wanted to get it all in to-night."

The mother paid no attention to his words; her eyes were fixed on the load of hay.

"Where is Theodore?" she asked, anxiously.

"Theodore? Not with us."

"For Heaven's sake," shrieked she, "not with you! Why, he has not been here since noon. I thought he had run off to find you."

Instantly there was great alarm. They sought and sought, but no trace of Theodore could be found.

He had evidently gone into the woods, and there was no use in calling to him. Father, mother and servant went out to seek the poor child. They entered the forest from three sides and searched long. It was far into the night when they met again at the mill. No one had found a trace of the child. Now they must begin to search in another way. They took lanterns and looked into all the stalls in the barn, and in the garden.

With fear and dread the father went along the mill-stream to see whether it might not in some way have torn the child away. But no, for in one place the stream narrowed itself in order to pass through a cleft in the rock. Here he would at least have found Theodore's dead body. Nothing was to be seen, so he could not have been drowned. He hastened back, bade his wife



WORKSHOP, CARPENTRY CLASS.

to light up all the windows and remain at home, perhaps the poor child would see the light and find his way back.

Mr. Thomas himself, with the servant, went into the woods again, both of them carrying lanterns. First, however, he chained the dog, Zeno, held one of Theodore's dresses before his nose and started off into the darkness.

When they came back it was bright mid-day without, but in their hearts it was as dark as night. They had found nothing, not a thing. And in the early morning they had also lost Zeno, who suddenly ran away without their noticing it, and in spite of all their calling and whistling had not come back. They continued their search for many days, others joining them, but the forest was large and wolves were there: Poor mother! Poor Theodore!

CHAPTER II.

But what really had become of the poor child? The little red berries had enticed him, and when he had eaten one, another nodded to him further off and then another and another, leading him deeper and deeper into the forest. Finally he grew tired and fell asleep. When he awoke it was bright daylight. He felt hungry, and after

hunting awhile he found plenty of ripe berries. He ate all he wanted, and then thinking he would like to go home ran hastily back. But alas! the forest seemed to have no end and he could not find the mill. At last he grew hungry again, and thirsty, when suddenly he spied a spring, the sight of which filled his little heart with joy, and he drank his fill. That, he thought, was the very brook that passed by the mill, and he was wise enough to follow it along. Raspberries and bilberries were everywhere abundant, and although they satisfied both thirst and hunger yet how he did long for a piece of bread. He would much rather have been at home, and he kept wondering how much farther it would be. Now it began to grow dark, but the child did not wonder at that, for the day had already lasted so long. He did not realise that he had already spent one night in the woods, and heard none of the dismal sounds from the animals that lived in the forest. He felt tired, oh, so tired, and longed for his own little bed. Bitterly weeping, he sat down on the ground, growing very timid at the approaching darkness. Theodore knew nothing of the God in heaven who protects each little sparrow. Who had counted every hair of his head and Who saw him even now in the dark forest and was near him. The poor child finally fell asleep.

How long he ran about thus, in the wide forest, how many nights he slept in the open air, how many meagre meals of berries and water he partook of he never knew,—not even later when he was able to describe his wanderings, for he could not reckon time and space.



THE DINING ROOM.

One day he had a terrible fright. A black animal whose approach he naturally had not heard, rushed up to him. But oh, what joy! It was the faithful dog from the mill, his own dear Zeno. He could not speak his name, and the dog could not say "Theodore," but they understood each other and embraced like long-lost friends. How many days Zeno had hunted and what dangers he had encountered! He had a deep wound and one foot dragged painfully along behind. Theodore looked at him sympathetically, and could he have spoken he would have said,

"Poor Zeno, how are you?"

And if the dog could have talked he would have replied:

"Poor Theodore, I should have hardly known you, you have grown so pale and thin."

The two now went along slowly together. They had given up all hope of finding home again.

But at last the forest suddenly grew lighter; they saw many houses with white roofs lying before them, and great church towers overtopping them. Alas! it was not the mill which they both so longed for, but they moved mechanically forward. Many people were going and coming, but none spoke to them. Theodore would have liked to say how hungry he was; grown-up people like father and mother and the servant had always given him

something to eat. He stretched out his hand beseechingly as if to say: "Give me something to eat?" And the dog wagged his tail as if to say "Please, please." Would no one understand their dumb request?

Yes, some one was watching them, and was touched that the miserable pale child said nothing when he held out his hand so pitifully. The man came up to Theodore and gave him a piece of money. He raised it to his lips; oh, it was hard and cold; he could not eat that, and not knowing the worth of the money he threw it away. He crept along, for his trembling limbs would no longer carry him.

In front of one door there lay a loaf of bread. The people did not understand his longing look. But the dog understood it and ran up and took a loaf between his teeth. Just as Theodore was about to eat it, a man rushed out with a stick to beat poor sick Zeno. But the child threw his arms around his black friend's neck, and there they stood. Some people came up and spoke to Theodore, but he did not understand what they said, and had he understood he could not have answered. They noticed that both the child and the dog began to eat the bread with a relish and as though they were *very* hungry. They paid the man for it who still stood there with his stick, and then they motioned to Theodore and Zeno to sit down. But they were both too much frightened

"That child is *deaf and dumb*," said one man suddenly, who had stepped nearer; "sick and miserable, too."



THE BOARD ROOM.

"He can give no information of his whereabouts! I will take him with me, dear people; you know who I am."

Dr. Bunsen passed through the crowd. He has the great school for the deaf and dumb. The child will be taken good care of there.

All were filled with pity. The people would gladly have carried the child and the dog in their arms to the doctor's house.

Thus God had led the deaf and dumb child through the forest and brought him where he was to awaken to a new life, to learn and to experience that there was a Father in heaven and that all the dark way was but to lead the child to Him.

CHAPTER III.

Years went by. Theodore had remained in the school. He was called Karl, for no one knew his name. The story of the deaf and dumb child had been reported in all the newspapers, and inquiries for his parents or relatives had been made. None had responded, so out of pity they had kept him, and now little Karl was the pride and joy of the whole school. After he recovered from the fatigue of his wanderings, they began to instruct him. God be thanked that man has found ways and means to teach

deaf mutes. Karl could even now read with the others, and could understand what they said to him. He learned to read God's word. And he understood what was going on in God's beautiful world, and what had happened in ages past. One talent especially had developed more and more in the child—his talent for drawing and painting.

No house, no flower, no water, no tree was unobserved by him, and he drew with a skillful hand. The doctor was very happy over this gift of Karl's and often said:

"Some day Karl will be a great painter."

At first the boy longed sadly for his mother. But he could not remain sad amidst all the varied pleasures about him. He knew how he had come hither, and knew that his parents must have sought for him everywhere. He said by signs to the doctor: "When I am grown up, the first thing I will do will be to go out and seek my parents."

One day the children had an exhibition. Their writing and drawing books were shown, and their friends were pleased with their progress. The more advanced pupils had carefully coloured their drawing. The visitors took them in their hands and examined them.

"Do the children copy these, or draw them from nature?" asked a man whom they all called professor.

"They copy them," answered Dr. Bunsen, "yet with one exception, this drawing for example." Thereupon



LAUNDRY.



COOKERY SCHOOL.

the doctor took a drawing representing a mill in a thiek forest. "Our little Karl drew this entirely from imagination."

"Not possible—and indeed it is not so," replied the professor. "I know this mill. It lies hidden on the other side of the mountain and is called the 'Valley Mill.' I know it very well, for I was detained there eight days with a sprained foot. I have sketched it; but I am surprised at the existenee of this picture. Where could your Karl have seen this spot?"

Karl was ealled. A lively conversation by signs passed between Dr. Bunsen and him. Then the former said quite excitedly: "Karl has drawn this picture from memory. He says it is the house in which his parents lived whom he sought so long. Oh, do tell us where it is. How strange if his talent for drawing should be the means of finding his home again."

Yes! it was strange indeed. The professor described the mill valley perfectly, and spoke of the people who lived there. He then told the doctor how to reach it. The stages would not earry them all the way, but they could ride within an hour's distanee of the mill; then they must walk. The good doctor was quite exeited. "I will say nothing to Karl in order not to disappoint him if we should be mistaken."

"To-day the school will close for a two weeks' holiday."

"Then I have the time and will take the journey with him. To-morrow we will start off, and should we fail to

find the parents, we have but made a little journey and will return."

"You may be sure that if this is a picture of Karl's home, it is the mill valley too," said the professor.

"God prosper your journey and grant that the parents may find their child, and the child his parents."

CHAPTER IV.

Everything around the mill valley was solitary and still. Solitary and still was it in the house. Solitary and still was it in the hearts of the people. They used to weep and mourn over the loss of their only child. Now they had become calm and resigned to God's will.

"Mother, it is best that he is in heaven," said the father. "Such a poor deaf and dumb child would have but a dark wretched life here. He did not understand as much as the dog Zeno."

"But if we only might know how he had died!" replied the mother. "whether he starved or was devoured by the wolves? whether he had suffered much?"

"Yes," said the father, "if he were only here he would be fourteen years old to-day, for this is his birthday."

"He understood nothing about a birthday," replied the mother, "but he would have been happy over the little present we would have had for him."

Suddenly a dog's bark was heard and a knock at the door.

The father opened the door, while the mother stood behind him with a lamp in her hand. A joyful bark, and a dog sprang in.

"Zeno!" called the father.

"Theodore!" cried the mother, and the lamp fell to the floor. But even in the darkness mother and son found each other. After a moment's silence a match was struck. The practical doctor always had one in his pocket, and with trembling hands the father picked up the lamp and lighted it again. Tears could be seen in the eyes of all. The father embraced his son, and they went into the room. The mother was eager to question about her dear boy. He looked so intelligent and certainly understood her. Then the doctor told the parents everything. How happy they were to have their child again, almost as if brought

back from the dead. They could hardly believe that their child was no longer dumb like an animal, but wiser than they, and could paint so beautifully.

The parents could now talk with their child for the first time in their lives. A few years later, in a great city, two pictures were exhibited which impressed everybody, both because of their merit, and because the artist was a deaf mute. One picture showed a child lost in a forest but yet not alone. An angel led him by the hand and directed him to an opening through which houses could be seen. Under the picture these words were written :

"GOD has done all things well. He makes the deaf to hear and the dumb to speak."

The other was a picture of the Saviour surrounded by children, with the inscription :

"Suffer little children to come unto me."—*From Our Deaf and Dumb.*

WATERLOO.

For the sun had failed to rise,
And the mist hung thick and heavy
O'er the black and gloomy sky,
On the road that leads from Brussels
Mid that dull and dreary view
Were the great Duke faced Napoleon
On the field of Waterloo.

Thousands of the eager Frenchmen
Lined the hills on every side,
Threatening to sweep the British
In their own resistless tide;
But our brave and gallant soldiers
With their General at their head
Never failed and never faltered
To their Belgian friends and foes.

Pain and bitter grows the conflict
As the weary hours advance,
Till the mid air curtain closes
O'er the ruined hopes of France;
While the Prussians under Blücher
Still pursue the shattered host
At Napoleon crushed and fallen
Till his men that "all is lost."

Let us praise the noble hero
Who this fight so bravely won,
For he is not now amongst us
And his day is long been done;
And let every British subject
Of our good and noble Queen
Be as faithful and devoted
As the "Iron Duke" has been.

For the days are fast slipping by,
When with mortal sin we load
We must dedicate our honours
On the wild Egyptian plain;
But the spirit of those heroes
Who have left us on foot here
Still be with us as we brave
The dangers of the day.

SONNET. A. 1810.
Waterloo, 1815.

MANUAL ALPHABET.

Double Hand.

A a	B b	C c	D d	E e
F f	G g	H h	I i	J j
K k	L l	M m	N n	O o
P p	Q q	R r	S s	T t
U u	V v	W w	X x	Y y
Z z	Good	Bad	& &	Equal